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Broward Community College graduates, Dec.,  
1968 - July, 1972. Fort Lauderdale, Fla.,  
Broward Community College, 1973.

23, .10, 1. 29 cm.

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1. College graduates - Fort Lauderdale,  
Fla. 2. Fort Lauderdale, Fla. Broward  
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AN ANALYSIS  
OF THE  
CURRENT ACTIVITIES  
OF  
BROWARD COMMUNITY COLLEGE GRADUATES  
DECEMBER, 1968 -- JULY, 1972

Submitted by  
Walter F. Thomason  
Broward Community College  
Ft. Lauderdale, Florida  
July, 1973





## INTRODUCTION

This report is the fourth in a series of studies which attempts to ascertain the activities and opinions of Broward Community College alumnae at least one year after graduation. The first of these reports, which was submitted in February, 1970, analyzed 582 responses from 1968-69 graduates (80.4% of the graduates). The major findings of this study were:

1. Ninety-two percent of the graduates still lived in Florida, and 64% lived in Broward County.
2. Fifty-two percent of the graduates were working full-time, and 78% of the working students were employed by sales and distribution and public service enterprises.
3. Students who had earned terminal (A.S.) degrees were usually working in areas closely related to their major fields of study, whereas transfer (A.A.) degree graduates were usually not working in areas related to their major fields of study.
4. Fifty-six percent of the students attending upper division institutions were majoring in Education or Business Administration.
5. Almost half of the transfer students were attending Florida Atlantic University and 31% were attending the University of Florida or Florida State University.
6. Approximately 70% of the respondents were attending an upper division or trade school.
7. Only 10 of the 582 respondents were in the armed forces and only two of the respondents were seeking full-time work.
8. Subjective comments indicated that the large majority of the respondents were very satisfied with the education they received at Broward Community College.

A mail-out questionnaire was also used to survey December, 1968 through July, 1970 graduates for the second in this series of reports, which was completed in July, 1971. A 51.1% return from a population of 1,439 graduates revealed the following information:



1. The geographical location of graduates remained the same as was reported in the February, 1970 report (74% still lived in Broward County; 93% still lived in Florida).
2. Seventy-two percent of those graduated that were working full-time were employed in jobs related to their Broward Community College major.
3. Seventy-five percent of those working full-time were earning over \$100 per week.
4. As in the 1970 report, approximately 50% of the transfer students were attending Florida Atlantic University, and 92% were attending Florida Schools.
5. As in 1970, over half of the transfer students were majoring in business administration and education.

In general, the addition of 1970 graduates to the population, and a corresponding decrease in responses from 1968-69 graduates did not effect the pattern of responses, and the findings of the two reports were almost identical.

Last year's study resulted in a continuation of the pattern of responses previously received, and included an expanded area for narrative responses. Data comparisons are made between the 1970-71 study and the current study throughout this report.

1. The first step in the process of the scientific method is to ask a question. This question should be based on observation and should be specific and measurable.

2. The second step is to do background research. This involves looking up information related to the question to see what is already known and to identify any gaps in knowledge.

3. The third step is to form a hypothesis. This is a statement that predicts the outcome of the experiment based on the background research.

4. The fourth step is to design an experiment. This involves planning the steps of the experiment, identifying the variables, and determining how to collect and analyze the data.

5. The fifth step is to conduct the experiment. This involves following the experimental design and collecting data.

6. The sixth step is to analyze the data. This involves looking for patterns in the data and determining if the results support the hypothesis.

7. The seventh step is to draw a conclusion. This involves summarizing the results of the experiment and stating whether the hypothesis was supported or not.

## RESEARCH DESIGN

### METHOD OF RESEARCH

A mail-out questionnaire was designed to obtain much of the same data sought in previous studies; namely: geographical location, current work status, current school status, and other activities. In order to provide additional information to our faculty, answers were also sought to questions regarding age, sex, marital status, and subjective opinions regarding curriculum offerings and cultural programs. A decrease in response was anticipated due to the length of the questionnaire, but the additional data received justified the smaller return.

The questionnaire was streamlined to fit on one side of a 8 1/2" X 14" sheet of letterhead paper, and a note of explanation preceded the questions. A stamped, return envelope was included with the questionnaire. Questionnaires were color-coded to identify the year of graduation of each respondent (see appendix for sample questionnaire).

### THE POPULATION

The population receiving the questionnaire consisted of all of the graduates from December, 1968 to July, 1972, and numbered 3,435 (1,119 1971-72 graduates, 858 1970-71 graduates, 747 1969-70 graduates, and 711 1968-69 graduates). The graduates had been away from the college for at least one year, allowing them sufficient time to apply the benefits of their diplomas.

The registrar's office and the data processing department identified the graduates and supplied mailing labels. The questionnaires were mailed bulk rate, in early March, 1973.

### RESPONSE TO THE QUESTIONNAIRE

A total of 750 usable questionnaires were returned to the college by late August, 1972. Fifty-three were also returned as being undeliverable. Apparently, 3382 questionnaires reached the potential respondents, thus indicating a 21.8% response from those receiving the questionnaire. Response by year of graduation is as follows:



<u>Year of Graduation</u>	<u>No. of Grads.</u>	<u>No. of Responses</u>	<u>#</u>
1968-69	711	120	16.9%
1969-70	747	123	17.1%
1970-71	853	132	21.2%
1971-72	1119	320	28.6%
Total	3435	750	21.8%

Due to the time and cost involved, a follow-up letter was not used this year. The percentage of response was smaller than in preceding years but the population and the number of responses were larger.

The data processing department constructed a computer program to compile the results of the survey. Information received on each questionnaire was coded on punch cards, and a series of printouts of the data was used for interpretation and analysis.

An example of the coding form and punch cards is included in the appendix to this report.





PRESENTATION, ANALYSIS, AND INTERPRETATION  
OF RESPONSES

Data summerized in the following charts and tables is shown in three different ways: year of graduation, type of degree (A.A. or A.S.), and academic major. The first section of data is a total response to the questionnaire shown by year of graduation.

Table One indicates the year of graduation of selected academic majors who responded to the questionnaire compared with the actual number of graduates.

Major	TABLE 1 Year of Graduation					
	<u>1968-69</u>		<u>1969-70</u>		<u>1970-71</u>	
	# Res*	# Grads.	# Res	# Grads.	# Res	# Grads.
Pre Art	6	23	2	13	4	26
Pre Biology	1	4	2	9	4	14
Pre Business Admin.	13	75	12	90	28	134
Pre Education	23	155	16	124	22	141
Pre Engineering	4	26	6	23	7	18
Pre English	5	13	4	20	4	21
Pre History	1	3	3	13	5	21
Pre Liberal Arts	13	42	20	40	18	65
Pre Mathematics	2	9	3	10	3	10
Pre Polit. Science	1	2	1	6	2	12
Pre Psychology	1	4	0	12	5	43
Data Processing Tech.	1	11	3	14	4	13
Drafting - Design	2	5	1	5	0	3
Electronic Technology	3	11	5	14	0	13
Nursing Technology	13	44	12	52	7	53
Police Science	3	6	1	9	7	10
Secretarial	3	7	2	9	2	16

\* Respondents



Table Two contains information on the type of degree, age, and sex of the 750 respondents.

TABLE 2										
Type of Degree, Age, and Sex of Respondents										
Year of Graduation										
	<u>1968-69</u>		<u>1969-70</u>		<u>1970-71</u>		<u>1971-72</u>		<u>All</u>	
	#	%	#	%	#	%	#	%	#	%
Degree Type										
No Reply	2	1.7	0	0	3	1.6	0	0	5	.7
A.A. Degree	84	70.0	87	68	132	72.5	214	66.9	517	68.9
A.S. Degree	32	26.7	39	30.5	41	22.5	100	31.3	212	28.3
Certificate	<u>2</u>	<u>1.7</u>	<u>2</u>	<u>1.6</u>	<u>6</u>	<u>3.3</u>	<u>6</u>	<u>1.9</u>	<u>16</u>	<u>2.1</u>
Total	118		128		179		320		750	
Age										
No Reply	2	1.7	0	0	0	0	1	.3	3	.4
Under 25	84	70.0	86	67.2	129	70.9	230	71.9	529	70.5
26 - 35	20	16.7	27	21.1	42	23.1	63	19.7	152	20.3
36 - 50	9	7.5	10	7.8	11	6.0	24	7.5	54	7.2
51 or Older	<u>5</u>	<u>4.2</u>	<u>5</u>	<u>3.9</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>.6</u>	<u>12</u>	<u>1.6</u>
Total	120		128		182		320		750	
Sex										
No Reply	1	.8	1	.8	0	0	0	0	2	.3
Male	54	45.0	65	50.8	107	58.8	169	52.8	395	52.7
Female	<u>65</u>	<u>54.2</u>	<u>62</u>	<u>48.4</u>	<u>75</u>	<u>41.2</u>	<u>151</u>	<u>47.2</u>	<u>353</u>	<u>47.1</u>
Total	120		128		182		320		750	



Table Three illustrates the total number of A.A. and A.S. degree graduates from 1968 to 1971 (as determined by the Data Processing Department).

TABLE 3										
Type of Degree - All Graduates 1968-72										
	<u>1968-69</u>		<u>1969-70</u>		<u>1970-71</u>		<u>1971-72</u>		<u>Total</u>	
	#	%	#	%	#	%	#	%	#	%
A.A. Degree	491	68.7	536	71.8	701	75.2	-	-	-	-
A.S. Degree	202	28.3	186	24.9	198	21.2	-	-	-	-
Certificate	22	3.1	24	3.2	33	3.5	-	-	-	-
Type of Degree - Respondents										
No Reply	2	1.7	0	0	3	1.6	0	0	5	.7
A.A. Degree	84	70.0	87	68.0	132	72.5	214	66.9	517	68.9
A.S. Degree	32	26.7	39	30.5	41	22.5	100	31.3	212	28.3
Certificate	2	1.7	2	1.6	6	3.3	6	1.9	16	2.1
Total	120		128		182		320		750	

Comparing Table Three with the percentages shown for A.S. and A.A. degrees and certificates earned, the sample distribution of responses very closely resembles the distribution of the total population.



Marital Status of respondents both during and after Broward Community College attendance is shown in Table Four.

TABLE 4

	<u>Single</u>		<u>Married</u>		<u>Seperated or Divorced</u>		<u>Widowed</u>		<u>No Reply</u>	
	#	%	#	%	#	%	#	%	#	%
While at B.C.C.										
1968-69	94	78.3	21	17.5	3	2.5	0	0	2	1.7
1969-70	98	76.6	24	18.8	4	3.1	1	.8	1	.8
1970-71	135	74.2	41	22.5	2	1.0	2	1.1	2	1.1
1971-72	<u>234</u>	<u>73.1</u>	<u>80</u>	<u>25.0</u>	<u>5</u>	<u>1.6</u>	<u>1</u>	<u>.3</u>	<u>0</u>	<u>0</u>
Total	561	74.8	166	22.1	12	1.6	4	.5	7	1.1
Now										
1968-69	43	35.8	72	60	4	3.3	0	0	1	.8
1969-70	65	50.8	54	42.2	2	1.6	2	1.6	1	.8
1970-71	120	65.9	56	30.8	1	.5	1	.5	1	.5
1971-72	<u>206</u>	<u>64.4</u>	<u>105</u>	<u>32.8</u>	<u>2</u>	<u>.6</u>	<u>2</u>	<u>.6</u>	<u>0</u>	<u>0</u>
Total	434	57.9	287	38.3	5	.7	5	.7	3	.4

Table 4 indicates that 60% of the respondents who graduated from BCC in 1968-69 are now married, whereas only 33% of the 1971-72 graduates are now married. The table also indicates a consistent increase in the percentage of students who are married while attending college (17.5% in 1968-69 as compared with 25% in 1971-72).





The current geographic location of the respondents is shown in the following table.

TABLE 5

## Current Address of Respondents

	<u>1968-69</u>		<u>1969-70</u>		<u>1970-71</u>		<u>1971-72</u>		<u>Total</u>	
	#	%	#	%	#	%	#	%	#	%
In Broward County	94	78.3	96	75.0	121	66.5	255	79.7	566	75.5
Out of Broward County But in Florida	7	5.8	23	18.0	48	26.4	43	13.4	121	16.1
Out of Florida	16	13.3	5	3.9	12	6.6	15	4.7	48	6.4
No Reply	3	2.5	4	3.1	0	0	7	2.2	14	1.9
Totals	120		128		182		320		750	



Follow-up studies conducted in 1970, 1971, and 1972 reveal approximately the same pattern as is described above; that is, about 75% of our graduates still live in Broward County and about 90% still live in Florida. Rising costs of living in Broward County does not seem to have made our graduates more mobile.

Table Six illustrates the current school status of the respondents.

TABLE 6

## Current School Status of Respondents

	<u>1968-69</u>		<u>1969-70</u>		<u>1970-71</u>		<u>1971-72</u>		<u>Total</u>	
	#	%	#	%	#	%	#	%	#	%
In School Full Time	9	7.5	19	14.8	88	48.4	169	52.8	285	38.0
In School Part Time	16	13.3	12	9.4	18	9.9	35	10.9	80	10.8
Not in School	94	78.3	96	75.0	73	40.1	112	35.0	375	50.0
No Reply	1	.8	1	.8	1	.5	2	.6	5	.7
Totals	120		128		182		320		750	

Comparing this studies' two most recent years of graduates with last year's study of the two most recent years of graduates, we find that approximately the same percentage (50%) of graduates, are attending upper division schools.

Assuming that graduates are employed if they are not attending school, one half of our graduates since 1968 are full participants in our work force. Since approximately three fourths of them live in Broward County, it is also safe to assume that most of them work here.



Current work status of the respondents is revealed in the following table.

TABLE 7										
Current Work Status of Respondents										
	<u>1968-69</u>		<u>1969-70</u>		<u>1970-71</u>		<u>1971-72</u>		<u>Total</u>	
	#	%	#	%	#	%	#	%	#	%
Full-time; Re- lated to Major	54	45.0	54	42	39	21.4	82	25.6	229	30.5
Full-time; Somewhat Re- lated to Major	26	21.7	20	15.6	17	9.3	29	9.1	92	12.3
Full-time; Un- related to Major	13	10.8	25	19.5	18	9.9	53	16.6	109	14.5
Part-time; Di- rectly Re- lated to Major	8	6.7	5	3.9	11	6.0	14	4.4	38	5.1
Part-time; Some- what Related to Major	2	1.7	2	1.6	3	1.6	10	3.1	17	2.3
Part-time; Unre- lated to Major	2	1.7	3	2.3	32	17.6	36	11.3	73	9.7
Not Employed	14	11.7	18	14.1	59	32.4	85	26.6	176	23.5
No Reply	1	.8	1	.8	3	1.6	13	4.1	18	2.4



Table Seven indicates, that as time passes, graduates are more likely to find employment in an area directly related to their Broward Community College major, while the percentage employed full-time in areas unrelated to their major, remains stable (approximately 17%). Also, it is interesting to note that 176 of the 750 respondents (23.5%) are not employed, and the following table indicates that only 12 respondents are seeking employment. The table also reveals that 75.1% of the 1968-69 respondents are working full or part time in a job directly or somewhat related to their BCC major.

The following table displays answers to the question, "If you are not in school, what are you doing now?"

TABLE 8

## Other Activities of Respondents\*

	<u>1970-71</u>		<u>Total</u>	
	#	%	#	%
No Reply	311	97.2	708	94.4
Married-Housewife	2	.6	15	2.0
Armed Forces	1	.3	9	1.2
Looking for Job	3	.9	12	1.6
Begin Employment Later	2	.6	3	.4
Traveling	0	0	1	.1
Enrolled Under Division School, But Not Attending Yet	0	0	3	.4
Nothing				

\*1968, 1969 and 1970 Graduates are not shown.





The next table shows answers to the open-ended question, "What changes would you recommend in the educational programs at Broward Community College?" This is the second year that the researchers have attempted to code and classify the answers of all respondents. A total of ninety different responses were given by the 499 1970-71 graduates who chose to answer the above question. Seventy-three different responses were given by the 389 1971-72 graduates who answered this question. Those areas which received major attention (6 or more respondents) are listed in Table 9.

TABLE 9		
Changes in Educational Programs Recommended by Selected Respondents		
Nature of Response	Number of Respondents	
	1972 Study	1973 Study
Good As Is	96	73
No Suggestions - I am out of touch	14	17
Improve Advisement	38	36
Improve Vocational Counseling	10	4
More Specialized Courses (Technical in Nature)	29	24
Make A.S. Degree Transferrable	9	2
More Night Courses	9	2
More Transferrable Courses	25	21
Vocationally Oriented Courses	7	12
More Field Experience	19	21
More Independent Work	8	4
Stop Repetition of High School Work	11	9
Extend B.C.C. to 4-year School	11	8
More Art - Culture Courses	6	0
More Electives Related to Major	16	13
More Realistic Courses	8	13
More Courses (Related to Respondents Major)	16	7
Careful Selection of Instructors	13	4
Eliminate Required Physical Education	6	3
*Higher Academic Standards	18	1
Courses Do Not Prepare For Upper Division	--	10

\* All eighteen respondents graduated in 1970-71; no respondent made this recommendation prior to last year's graduating class, and only one respondent made this remark in this year's study.



The items listed in Table 10 are the major responses to the question "What types of education or cultural programs could Broward Community College offer that would be of interest to you now?"

TABLE 10		
Education or Cultural Programs Suggested by Selected Respondents		
Nature of Response	Number of Respondents	
	1972 Study*	1973 Study**
None of Interest	56	33
Courses Above Sophomore Level	41	24
Cultural Exhibits	17	14
Foreign Language Courses	6	2
Course in New Business Methods	8	5
Medical Refresher Program	12	12
New Real Estate Courses	14	8
Marine Biology Course	6	6
More Speakers	14	5
Arts/Crafts Courses	12	15
Adult Education	20	2
More Education Courses	18	8
None not currently offered	15	8
Court-Reporting Shorthand Course	6	2
More Seminars	7	6
Course in Photography	8	6
More Humanities - Social Science	6	8
Vocational Guidance Needed	--	6
Home Economics Courses	--	6
Marriage-Family Living	--	7
Promote Fine Arts Performances	--	12
Lectures on Different Cultures	--	7

\*Selected from a list of 81 different suggestions.

\*\*Selected from a list of 70 different suggestions.



Respondents were also offered space for general comments. Two hundred and ninety-two of them commented in last years study, and 282 commented this year. The more common remarks are listed below:

TABLE 11		
Selected General Comments		
<u>Nature of Response</u>	<u>Number of Respondents</u>	
	1972 Study	1973 Study
Proud to be Graduate	59	82
Received Good Foundation	53	18
Instructors Competent	18	14
Counseling Poor	19	13
Excellent Nursing Program	7	2
B.C.C. Failed to prepare me (for upper division)	18	4
Have Graduate Upper Division	10	3
B.C.C. failed to challenge me	7	10
Emphasize On-Job Skills	--	9
Junior College System Good	--	10

As indicated at the beginning of this presentation of data, the respondents remarks and answers were classified in several ways. The preceding data was classified by year of graduation. The following data compares the responses by type of degree (either Associate of Arts or Associate in Science), and is designed to illustrate similarities and contrasts between these different types of graduates.

First, some general information about both groups:

1. Five hundred and seventeen of the respondents earned A.A. degrees (transferrable) and two hundred and twelve earned A.S. degrees (usually non-transferrable and technical in nature).



2. Most of both groups were under 25 years of age (A.A. degree = 64%; A.S. degree = 59.4%).
3. The respondents were predominately male (A.A. degree = 53.4%; A.S. degree = 53.3%).
4. Eighty-one per cent of the A.A. degree respondents were single while attending Broward Community College and 64% of them are single now. In contrast only 63% of the A.S. degree respondents were single while at Broward Community College, and only 44% are single now.
5. The large majorities of both groups still live in Broward County.
6. Almost 20 per cent of the A.S. degree respondents are in school full-time and 12.7% are in school part-time. In contrast, 46.2% of the A.A. degree respondents are in school full-time and 9.5% are part-time students. An interesting fact is that 24.8% of the 1971-72 A.A. degree respondents are not currently continuing their education. Also, the percentage of A.S. degree respondents continuing their education has more than doubled compared with last year's study.





Table 12 compares the percentage of A.S. degree respondents with A.S. degree respondents in regard to work status.

TABLE 12

## Work Status of A.S. and A.A. Degree Respondents

	<u>1968-69</u>		<u>1969-70</u>		<u>1970-71</u>		<u>1971-72</u>		<u>Total</u>	
	#	%	#	%	#	%	#	%	#	%
A.S. Full-time Directly Related	21	65.6	26	66.7	23	56.1	66	66.0	136	64.2
A.A. Full-time Directly Related	32	38.1	28	32.2	13	9.8	13	6.1	86	16.6
A.S. Part-time Directly Related	5	15.6	0	0	2	4.9	2	2.0	9	4.2
A.A. Part-time Directly Related	3	3.6	5	5.7	9	6.8	11	5.11	28	5.4
A.S. Full-time Somewhat Related	2	6.3	3	7.7	4	9.8	8	8.0	17	8.0
A.A. Full-time Somewhat Related	22	26.2	17	19.5	12	9.1	21	9.8	72	13.9
A.S. Part-time Somewhat Related	0	0	0	0	0	0	1	1.0	1	.5
A.A. Part-time Somewhat Related	2	2.4	2	2.3	2	1.5	9	4.2	15	2.9
A.S. Full-time Unrelated	2	6.3	6	15.4	3	7.3	8	8.0	19	9.0
A.A. Full-time Unrelated	11	13.1	19	21.8	14	10.6	44	20.6	88	17.0
A.S. Part-time Unrelated	1	3.1	1	2.6	4	9.8	4	4.0	10	4.7
A.A. Part-time Unrelated	1	1.2	2	2.3	27	20.5	32	15.0	62	12.0
A.S. Not Employed	1	3.1	3	7.7	4	9.8	7	7.0	15	7.1
A.A. Not Employed	13	15.5	13	14.9	54	40.9	77	36.0	157	30.4

Two facts illustrated in Table 12 are particularly noteworthy: first, A.S. degree respondents are much more likely to be employed in a field directly related to their academic major at Broward Community College. Secondly, the percentage of A.A. degree respondents working in a field directly related to their academic major at Broward Community College increases each year beyond graduation.



In regard to changes in educational programs at Broward Community College, A.A. degree respondents recommended:

1. The program is "good as is" (56)
2. Improve advisement (31)
3. More specialized courses (12)
4. More transferrable courses (15)
5. More "field experience" (12)
6. More electives related to major ( 8)

A.S. degree respondents on the above issue were concerned with:

1. "Good as is" (16)
2. More field experience ( 9)
3. More specialized courses ( 9)

In response to the question, "What types of educational and cultural programs could Broward Community College offer that would be of interest to you now?", both A.S. and A.A. degree respondents wanted courses above the sophomore level to be offered. A.S. degree respondents wanted a "Medical Refresher Program," and A.A. degree graduates wanted cultural exhibits and speakers, and more courses in real estate, arts and crafts, education, and Marine Biology.

Both A.A. and A.S. degree respondents offered general comments to the effect that they were pleased with the education they received at Broward Community College, but A.A. degree respondents felt that counseling and advisement needed improvement.



The third and final phase of the analysis section of this report concerns itself with the responses of selected academic majors, where at least 20 respondents answered the questionnaire for each major field under consideration. A brief analysis of these responses is as follows:

#### Pre-Art (A.A. Degree)

Profile of the 21 respondents:

1. Sixteen under 25 years of age
2. Eleven female
3. Seventeen single while attending BCC; 16 single now
4. Fifteen still living in Broward County
5. Six in school full-time, fourteen not in school
6. Seven working full-time unrelated to major; eight working full-time directly or somewhat related to major
7. Three want more arts/crafts courses.

#### Pre-Business Administration (A.A. Degree)

Profile of the 86 respondents:

1. Fifty-seven are under 25 years of age (66.3%)
2. Eighty-eight percent are male.
3. Forty-five percent are now married
4. Sixty-four respondents (74.4%) live in Broward County.
5. Fifty percent are attending school full or part-time.
6. Twenty-one percent are working full-time in jobs directly related to their BCC major, while 25.6% are not employed.

#### Pre-Education (Elementary or Secondary) (A.A. Degree)

Profile of the 91 respondents:

1. Sixty-three are under 25 years of age (73.3%)
2. Seventy-one are female (82%)
3. Sixty-eight percent still live in Broward County
4. Fifty-two percent are single.
5. Forty-two percent are in school full-time
6. Twenty-five percent are working full-time directly related to their BCC major



### Pre-Engineering (A.A. Degree)

Profile of the 20 respondents:

1. Ten (50%) are under 25; nine (45%) are twenty-six to thirty-five years of age
2. All 20 are male
3. Twelve were single while at BCC; 7 are still single
4. Twelve live in Broward County
5. Six (30%) are in school full-time; (55%) are not in school
6. Eight (40%) are employed full-time directly related to BCC major; four (20%) are not employed

### Pre-English (A.A. Degree)

Profile of the 20 respondents:

1. Eighty-five percent are under 25 years of age
2. Fifteen (75%) are female
3. Seventeen were single while at BCC; nine are still single
4. Fifteen live in Broward County
5. Seven are in school full-time
6. Five are employed full-time in jobs somewhat related to BCC major, 9 are not employed

### Pre-Liberal Arts (A.A. Degree)

Profile of the 68 respondents:

1. Fifty-one (75%) are under 25 years of age
2. Forty (58.8%) are female
3. Fifty-one were single while at BCC and 42 are single now
4. Fifty-one still live in Broward County
5. Twenty-one (30.9%) are in school full-time
6. Twelve (17.6%) are employed full-time in jobs related to their majors, and 19 (27.9%) are not employed





### Criminal Justice (A.S. Degree)

Profile of the 22 respondents:

1. Sixteen (72.7%) are 26-35 years of age
2. All are male
3. Sixteen (72.7%) are married
4. Twenty-one live in Broward County
5. Fifty percent are in school full-time
6. Eighteen are employed full-time in jobs directly related to their academic major at BCC (apparently many are working and attending school on a full-time basis)

### Nursing Technology (A.S. Degree)

Profile of the 54 respondents:

1. Twenty-seven (50%) are under 25 years of age, and 12 (22.2%) are between 36 and 50 years of age
2. Fifty-two are female
3. Fifty percent are married
4. Forty-three (79.6%) still live in Broward County
5. Only eleven are in school full-time
6. Forty (74.1%) are working full-time in an area directly related to their major, and four are not employed

The preceding profiles indicate the similarity of students within specific academic majors, and the diversity of students between different academic majors.



#### POSSIBLE RESEARCH ERRORS

1. The use of the mailed questionnaire may have decreased the probability that all the graduates had an opportunity to respond to the questionnaire.
2. Several questionnaires were received after interpretation of the data began, and were not included as responses.
3. Data processing and clerical errors most likely occurred throughout the compilation process, but it is highly unlikely that slight deviations in numbers have any significant effect upon the reliability of this study.



## APPENDIX



WHITE - 68-69 Grads

YELLOW - 69-70 Grads

GREEN - 70-71 Grads

PINK - 71-72 Grads

- Item 1 - Graduation Year  
Choice 1 - 68-69 Grad  
Choice 2 - 69-70 Grad  
Choice 3 - 70-71 Grad  
Choice 4 - 71-72 Grad
- Item 2,3,4 - Major Field of Study at BCC  
Major Field of study (3 columns) - See master coding list.
- Item 5 - Type of Degree Earned at BCC  
Choice 1 - A.A. Degree  
Choice 2 - A.S. Degree  
Choice 3 - Certificate
- Item 6 - Age  
Choice 1 - under age 25  
Choice 2 - 26 - 35  
Choice 3 - 36 - 50  
Choice 4 - 51 or older
- Item 7 - Sex  
Choice 1 - Male  
Choice 2 - Female
- Item 8 - Marital Status while at BCC  
Choice 1 - Single  
Choice 2 - Married  
Choice 3 - Divorced  
Choice 4 - Separated  
Choice 5 - Widowed
- Item 9 - Marital Status Now  
Choice 1 - Single  
Choice 2 - Married  
Choice 3 - Divorced  
Choice 4 - Separated  
Choice 5 - Widowed
- Item 10 - Current Address  
Choice 1 - In Broward County  
Choice 2 - Outside Broward County but in Florida  
Choice 3 - Out of Florida
- Item 11 - Current School Status  
Choice 1 - In school full time  
Choice 2 - In school part time  
Choice 3 - Not in school
- Item 12 - Current Work Status  
Choice 1 - Working full time in job directly related to BCC major  
Choice 2 - Working full time in job somewhat related to BCC major  
Choice 3 - Working full time in job unrelated to BCC major





- Item 12 - Choice 4 - Working part time in job directly related to BCC major  
 Choice 5 - Working part time in job somewhat related to BCC major  
 Choice 6 - Working part time in job unrelated to BCC major  
 Choice 7 - Not employed  
If not working and not in school, current activity
- Item 13 - Choice 1 - Married, housewife  
 Choice 2 - In the Armed Forces  
 Choice 3 - Looking for job  
 Choice 4 - Summer vacation  
 Choice 5 - Begin employment at later date  
 Choice 6 - Traveling  
 Choice 7 - Enrolled in an upper division program  
 Choice 8 - Nothing  
What changes would you recommend in the educational programs at BCC?
- Item 14,15 - ( 2 columns)  
What types of educational or cultural programs could BCC offer that would be of interest to you now?
- Item 16,17 - ( 2 columns)  
General Comments
- Item 18,19 - ( 2 columns)

- NEED: 1) Print out on all grads - # and % of total  
 2) Print out on grads for each year - # and %  
 3) Print out of grads by year and academic major - # and %



## A.A. Degree Programs

001 Pre-Agricultural Science  
002 Pre-Architecture  
003 Pre-Art  
004 Pre-Astronomy  
005 Pre-Biology  
006 Pre-Business Administration  
007 Pre-Business Education  
008 Pre-Chemistry  
009 Pre-Child Development in Home Ec.  
010 Pre-Chiropractic  
011 Pre-Dental  
012 Pre-Drama  
013 Pre Education-Elementary  
014 Pre Education-Secondary  
015 Pre-Engineering  
016 Pre-English  
017 Pre-Fashion Merchand. in Home Ec.  
018 Pre-Food & Nutrition Science  
019 Pre-Foreign Language  
020 Pre-Forestry  
021 Pre-Geology  
022 Pre-Health Education  
023 Pre-History  
024 Pre-Home Economics & Home Ec. Ed.  
025 Pre-Housing & Interior Design  
026 Pre-Journalism  
027 Pre-Latin American Studies  
028 Pre-Law  
029 Pre-Law Enforcement  
030 Pre-Liberal Arts  
031 Pre-Library Science  
032 Pre-Mathematics  
033 Pre-Medical  
034 Pre-Medical Technology  
035 Pre-Mid-Management  
036 Pre-Music  
037 Pre-Music Education  
038 Pre-Nursing  
039 Pre-Oceanography  
040 Pre-Optometry  
041 Pre-Pharmacy  
042 Pre-Physical Education (Men)  
043 Pre-Physical Education (Women)  
044 Pre-Physical Therapy  
045 Pre-Physics  
046 Pre-Political Science  
047 Pre-Psychology  
048 Pre-Radio-TV  
049 Pre-Recreation  
050 Pre-Religion  
051 Pre-Secretarial Science  
052 Pre-Social Welfare  
053 Pre-Social Science  
054 Pre-Speech  
055 Pre-Veterinary Medicine  
056 Pre-Occupational Therapy

## A.S. Degree Programs

101 Accounting  
102 Aerospace Technology  
103 Airline Careers  
104 Air Traffic Controller  
105 Architectural Drafting  
106 Aviation Administration  
107 Building & Contracting Technology  
108 Career Pilot  
109 Contracting & Civil Engin. Tech.  
110 Criminal Justice  
111 Data Processing Technology  
112 Data Processing Business  
113 Data Processing Science  
114 Die Design Technology  
115 Drafting & Design  
116 Electronic Technology  
117 Electronic Computer Technology  
118 Electronic Drafting Technology  
119 Electronics (Digital or Commun. Opt.)  
120 Electronic Retailing & Wholesaling Tech.  
121 Fire Science Technology  
122 Food Service Admin. Technology  
123 General Business  
124 Graphic Arts Technology  
125 Hotel-Motel Administration Technology  
126 Hotel-Restaurant-Institution Admin.  
127 Industrial Engineering Technology  
128 Landscape Technology  
129 Medical Assisting Technology  
130 Mid-Mgmt. in Distribution & Marketing  
131 Nursing Technology  
132 Police Administration Technology  
133 Police Science  
134 Product Design  
135 Radiologic Technology  
136 Respiratory Therapy Technology  
137 Secretarial (Executive, Legal & Med.)  
138 Secretarial Teacher Aide  
139 Teacher Aide  
140 Technical Illustration Technology  
141 Tool Design Technology  
142 Veterinary Medical Assisting

## Certificate Programs

201 Certified Professional Secretary  
202 Data Processing  
203 Fire Science  
204 Food Service  
205 Merchandising  
206 One-Year Clerical Typist  
207 One-Year Secretarial  
208 One-Year Advanced Secretarial  
209 One-Year Traffic Management  
210 Police Science  
211 Private Nursery Schools & Kindergartens



Item 14-15      What changes would you recommend in educational programs at BCC?

- 00      No response
- 01      Weekend classes
- 02      No changes; liked it like it was, etc.
- 03      Too far removed from campus life to make suggestions
- 04      Improve academic advisement and counseling
- 05      Improve vocational counseling and job placement
- 06      More specialized courses in major field
- 07      Make A.S. degrees transferrable to upper division
- 08      Make it easier for full-time employees to attend; more night courses
- 09      More transferrable courses.
- 10      More vocationally-oriented courses
- 11      More courses with lab experience
- 12      More field experience in major
- 13      Easier/simpler admission requirements
- 14      Use pre-entry exam to allow waiver of unnecessary courses
- 15      More teacher concern for student progress
- 16      More independent work; less required class attendance
- 17      Too much repetition between high school and college courses
- 18      Courses do not adequately prepare one for upper division work
- 19      Extend BCC to 4- year college
- 20      Expand the summer sessions; more courses offered
- 21      More emphasis on term paper as an educational tool
- 22      Open nursing program; eliminate "once-a-year" entry
- 23      More courses in religion
- 24      More courses in library science
- 25      More courses in art; more cultural courses
- 26      More courses in law
- 27      More courses in recreation; physical education
- 28      More courses in electronics
- 29      More courses in language, especially for non-language major
- 30      More courses in photography
- 31      More courses in education
- 32      More courses in business
- 33      Less required courses not applying to major, more elective courses which will apply
- 34      More introductory courses to majors
- 35      More seminars
- 36      Add a legal paraprofessional program
- 37      Require a course in library science for all students
- 38      Less chemistry in engineering
- 40      More vitality and reality in courses
- 41      Add a business english course
- 42      More courses in all fields
- 43      More careful screening of personnel (professors)
- 44      Eliminate required phy. ed. courses
- 45      More Home Economics courses
- 46      Provide day care center for students' children and also for student practice with children
- 47      Add civil engineering, land surveying
- 48      Add course in everyday bookkeeping with regard especially to government policies



Item 14-15

Continued

- 49 Obtain better laboratory and library facilities
- 50 Add mechanic courses to pre-engineering to make transfer easier
- 51 Eliminate 090 courses
- 52 More 2 year programs
- 53 Wider selection of political science courses is needed
- 54 Offer better math courses
- 55 Offer co-op program to all students
- 56 More insurance courses
- 57 Less strenuous requirements in 2 year programs
- 58 Require more reading for classes
- 59 Offer more courses in history
- 60 Change to quarter system
- 61 More teachers to provide more individual attention
- 62 Require first aide for physical education majors
- 63 Require more math
- 64 Offer non-credit course in selecting a career
- 65 A better communications department is needed (emphasis on mass media)
- 66 Offer programs to help veterans get started again
- 67 Set up higher academic standards
- 68 Offer courses in catalog at least in both terms I and II
- 69 Require psychology for all education majors, medical assisting tech.
- 70 Add assistant physician's program
- 71 Do not offer any courses at night only
- 72 More essay questions on tests to prepare students for upper division testing
- 73 Provide theatre hall for Drama Dept.
- 74 National League of Nursing accreditation for nursing program
- 75 Offer a 2 year program in computer programming
- 76 More courses in psychology
- 77 Update statistics course
- 78 Make building construction program an A.A. rather than A.S. degree
- 79 More abstract mathematics course in the math dept.
- 80 Offer several classes in unarmed defense
- 81 Architectural drafting text should be the South Fla. Building Code
- 82 Offer required courses at several different times
- 83 Laboratory for criminal investigation would be helpful
- 84 In chemistry dept. employ teachers whose majors are chem.
- 85 Offer another technical writing course besides Eng. 104
- 86 Make honor courses available to any student who wishes to take them
- 87 More classes in biological and zoological sciences
- 88 Separate lab and lecture grades in a course
- 89 Require course in child development for education majors
- 90 Instructors should give more tests
- 91 Offer a math course for business students which includes precalculus, algebra, and trigonometry (to prepare for upper division work)
- 92 Instruct students in what to expect at upper divisions
- 93 Have teachers' lectures on tape and available to students to review
- 94 Adopt pass/fail system





Item 14-15

Continued

- 95 Add classes in environmental studies
- 96 Offer more classes at North Campus
- 97 A complete change--the college is awful
- 98 Labs should follow a standard; should be the same regardless of  
who is teaching them
- 99 Action taken on results of student evaluations



Item 16-17      What types of Educational or Cultural programs could BCC offer that would be of interest to you now?

- 00      No response
- 01
- 02      None that would interest me
- 03      Specialized electronics courses
- 04      Evening physical education courses
- 05      Courses for credit above sophomore level
- 06      Offer C.P.A. exams
- 07      Current affairs course
- 08      Vocational guidance information; career planning course
- 09      Architecture courses
- 10      Library Science courses
- 11      Cultural exhibits and films and short courses
- 12      Specialized nursing courses
- 13      Foreign language courses
- 14      Courses on new business methods
- 15      Degree program in recreation
- 16      Concerts geared to mature community
- 17      Various medical programs, refresher courses
- 18      Astronomy and/or astrology courses
- 19      Practical, every-day law course
- 20      Improved counseling and guidance services
- 21      New courses in Real Estate
- 22      More religion courses
- 23      Courses to update teaching certificate
- 24      Courses on Civil Rights and the judicial system
- 25      Courses in first aide and health
- 26      Football
- 27      Courses in marine biology, microbiology and bacteriology
- 28      Airline stewardess
- 29      Courses in selling
- 30      Travel/study program
- 31      Ecology courses
- 32      Home economics (dress and pattern making)
- 33      Retarded child course
- 34      More speakers, field trips to employers in major area of study
- 35      Arts and crafts courses
- 36      Adult education courses
- 37      Black studies program
- 38      More education courses
- 39      More art courses to prepare for upper division work
- 40      FAA approved ground school
- 41      Drama courses
- 42      Aviation courses
- 43      L.P.N. Program
- 44      Course in cardiology technology
- 45      Current psychology subjects
- 46      Course on witchcraft and the occult
- 47      Course on insurance
- 48      Course on investing your income
- 49      Course on politics
- 50      None that are not offered already



Item 16-17      Continued

- 51 Course on marriage and family living
- 52 Outdoor classical concerts
- 53 New courses in political science
- 54 Speed reading course
- 55 Courses in shorthand (court reporting)
- 56 Seminars (law enforcement, computer programing, politics, criminal justice, social welfare, commercial art)
- 57 Courses in printing
- 58 Courses in photography
- 59 Course in Jewish history
- 60 Kindergarten program for certification
- 61 More courses in social science and humanities
- 62 More professional fine arts performances
- 63 Courses on criminology (corrections as well as enforcements)
- 64 Surveying course at night
- 65 Course in sailing
- 66 Trade programs (plumbing, air conditioning, carpentry)
- 67 Class in judo
- 68 Course on food service
- 69 CPE Courses
- 70 Business courses at night
- 71 Program for assistant physician
- 72 Short review courses for post graduates
- 73 Advanced dance courses
- 74 Certified professional secretary program
- 75 Banking degree program
- 76 Advanced audio visual course
- 77 Latin American studies
- 78 Short classes given by professional in their fields
- 79 Offer more 300 and 400 courses
- 80 Lyceum programs
- 81 FM stereo radio station sponsored by BCC and specializing in classical music
- 82 Preparatory courses for guidance and counseling major
- 83 Practical application math courses
- 84 Bigger variety of english courses
- 85 Mail out a monthly calendar of events
- 86 Seminars about women
- 87 I am not living in the area
- 88 Lectures on different cultures
- 89 Courses on eastern religion, philosophy, etc.
- 90 Athletic activities open to the public
- 91 Do not have enough time for other interests at this time
- 92 Course on Indian history
- 93 Advanced course in early childhood education
- 94 Course in veterinary medical assisting
- 95 Course on rock music
- 96 Offer course in film production
- 97 Program for interior designing
- 98 Archaeological digs
- 99 Course for nurse anesthetist



Item 18-19    General comments

- 00    No response
- 02    No comment, nothing to say, not familiar with BCC now
- 03    Should not change course descriptions so often
- 04    BCC has good reputation, proud to be graduate, good experiences,  
      etc.
- 05    Enjoyed small classes
- 06    Received adequate foundation, relevant courses and easy to transfer
- 07    Instructors competent, personable, friendly, etc.
- 08    Wide variety of course offerings is good
- 09    Guidance and counseling was poor
- 10    Low cost made it possible for me to attend college
- 11    Continue with night courses toward higher degree
- 12    Nursing program did not meet my needs
- 13    Nursing program excellent
- 14    Should stress technical programs
- 15    BCC spreading out too much (North and South campus)
- 16    BCC is an important asset to the community
- 17    BCC did not prepare me for transfer to upper division
- 18    Phy. Ed. department excellent
- 19    I have graduated from upper division work
- 20    Am working on Master's degree
- 21    Mandatory physical education was a waste of time
- 22    Offer more cultural activities for community
- 23    Update certificate programs with requirements of the state
- 24    Require reading courses
- 25    Acceptance of older students is good
- 26    Frequent change of college name seems unnecessary
- 27    Add a peace education seminar
- 28    Salary not commensurate with effort in obtaining degree (Med. Tech.)
- 29    Add courses in which student would work closely with a pro-  
      fessor for 2 or 3 semesters, ultimately writing a mini-thesis
- 30    Provide more individual study--less class dependency
- 31    Class participation should play a larger role in grading
- 32    Courses are difficult to transfer
- 33    Music department is good
- 34    Courses and instructors fail to challenge students
- 35    Non-motivating Business Ad. program
- 36    Administration is good
- 37    More emphasis on actual on the job skills
- 38    Send class schedules through mail
- 39    Adopt a pass-fail grading system especially in general education  
      courses
- 40    Various programs or activities to give students more school in-  
      terest
- 41    More extensive honors program
- 42    Make scholarships available for part-time students also
- 43    Competency of instruction is very poor
- 44    Administrators should not move off campus
- 45    Make registration easier
- 46    Math department needs updating
- 47    Better courses in mass communications





Item 18-19      Continued

- 48 Offer more night courses
- 49 Open door policy at BCC is very good
- 50 Junior college system is good, it makes transition easier
- 51 Encourage all students to go co-op
- 52 Broader political science curriculum is needed
- 53 Offer more one hour courses
- 54 Productions of drama department are excellent
- 55 Supply library cards to post graduates upon request
- 56 More publicizing of BCC, its programs and activities
- 57 Eliminate on campus student functions
- 58 Summer courses are too accelerated
- 59 Attendance at Commencement should not be mandatory to receive diploma
- 60 Adopt quarter system
- 61 Audit courses are too expensive
- 62 Campus lacks shade trees
- 63 Course on films especially for communications majors
- 64 Physical education courses offered at BCC are not transferable to upper divisions
- 65 Have community service program (tutors, migrant help, etc.)
- 66 School is gaining more interesting programs, ie seminars on women
- 67 Should have equal recognition of graduates from all terms
- 68 More emphasis on vectors in physics sequence
- 69 Provide more counseling on choosing a major
- 70 Mail BCC Alumni information to graduates
- 71 Presently attending upper division institute
- 72 Enjoyed student publications (Silver Sands)
- 73 Take action on results of student evaluations
- 74 Do not limit music courses to music majors
- 75 Ecology courses for credit towards humanities or science requirements
- 76 Physics department needs improvement
- 77 Cancellation of classes should not be at 1/4 students
- 78 Work/study program is very good
- 79 Set up a writing and math lab so students can get assistance any time during the day
- 80 Install more practice rooms in music department
- 81 Business office seems to be in confusion most of the time
- 82 Promote free medical clinic
- 83 Make Eng. 103 a transferable course
- 84 In nursing do away with the Learning Experience Guides; have more informational lectures
- 85 Revise and update police administration courses
- 86 In nursing have students at hospital all day; also give them experience working on shifts.
- 87 Open door policy is hurting the college
- 88 Allow the use of books and library facilities to Alumni
- 89 Should not change course requirements so often









346.759  
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